**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title:**  Count Numbers 0-30 | | | | **Corresponding Unit Task: Task 3 Counting Manipulatives (day 3)** | | |
| **Essential Question(s): What does a number represent? Why do we use numerals? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Greg and Steve- The Number Rock song and number chart** | | **Student: Lunch bags and unifix cubes** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2** | | | | | |
| **I Can Statement(s):**  **I can count to at least 20.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher introduces Greg and Steve song. Students will sing along and move to the music. | | | | | |
| **Teacher Directed:** The teacher will use a number chart as the class counts to 20 to the Greg and Steve song. | | | | | |
| **Guided Practice: The teacher will use a lunch bag filled with 20 or less unifix cubes. Several students will be called to take cubes out of bag and count them. Teacher will then write the number on the board.** | | | | | |
| **Independent Practice: Students will work with a partner to play this game. Each pair gets one bag and 20 unifix cubes. One child places an amount of cubes into the bag. The other child takes out cubes, counts them and says the number.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will call out a number for the students to place that number of cubes back in the bag until all cubes are picked up.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 20 as a target number. * Write the numbers to at least 20. | | | * Use a lower target number | | | * Pictures with numeral and matching set |
| **Assessment(s): Students will jump 20 times. Teacher observes.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |